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ABSTRACT

Texas, through a recent state legislative mandate, has initiated educational reform for its public school system and teacher education programs in colleges and universities. To implement this reform, the Texas Educational Agency has developed essential elements that are required to be integrated into such courses as the visual arts for a well-balanced curriculum. Four essential elements have been developed for art. These are: (1) awareness and sensitivity to natural and man-made environments (seeing); (2) inventive and imaginative expression through art materials and tools (creating); (3) understanding and appreciation of self and others through art culture and heritage (appreciation/enjoying); and (4) aesthetic growth through visual discrimination and judgement (evaluating). Four art courses containing the essential elements are outlined: an art appreciation course, art for elementary teachers course, art history, and drawing and composition. Bibliographies for each of these college level courses are provided. (LP)

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COLLEGE ART COURSE OUTLINES: FORMATS FOR THE STATE OF TEXAS ART ESSENTIAL ELEMENTS

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1985

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SP 016 902

Running head: College Art

Abstract

Texas, through a recent 67th State Legislature mandate, has initiated educational reform for its public school system and teacher education programs in colleges and universities. To successfully implement this reform, the Texas Education Agency has developed essential elements that are required to be integrated into such courses as the visual arts of a well-balanced curriculum. Four essential elements have been developed for art. In order to integrate these elements into art course outlines, this author devised word-coding in parenthesis: 1) Awareness and sensitivity to natural and man-made environments (Seeing); 2) Inventive and imaginative expression through art materials and tools (Creating); 3) Understanding and appreciation of self and others through art culture and heritage (Appreciating/Enjoying); 4) Aesthetic growth through visual discrimination and judgment (Evaluating). Four art course outlines with essential elements are included.

COLLEGE ART COURSE OUTLINES: FORMATS FOR THE STATE OF TEXAS ART ESSENTIAL ELEMENTS

As a result of the recent 67th Legislature mandate for reform in education, the Texas Education Agency, administrative branch of the State Board of Education, has developed essential elements for a well-balanced curriculum. The well-balanced curriculum--representative of all levels from kindergarten to high school--consists of 12 academic areas: English, langugage arts, other langugages, mathematics, sciences, health, physical education, fine arts, social studies, economics, business education, vocational education, and Texas and United States history. As required by this legislative action, the essential elements will be incorporated into the courses of the above areas in the public school system and colleges which have teacher education programs.

Four essential elements--for the levels of kindergarten to high school--have been developed for the visual arts. To successfully integrate these elements into art course outlines, this author has devised word-coding in parenthesis.

1. Awareness and sensitivity to natural and man-made environments (Seeing)
2. Inventive and imaginative expression through art materials and tools (Creating)

3. Understanding and appreciation of self and others through art culture and heritage (Appreciating/ Enjoying)
4. Aesthetic growth through visual discrimination and judgment (Evaluating).

As a flexible structured checklist, the preceding elements are an effective guide to planning for successful, creative, accountable art instruction. As a demonstration of such effectiveness, the word-coded elements are listed and integrated into four course outlines on the following pages:

1. Art Appreciation;
2. Art for Elementary School Teachers;
3. Art History I;
4. Drawing and Composition I.

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ART APPRECIATION--ART 22310

Note: Because improvement in instruction is continuous, this course outline is subject to modifications throughout the semester.

Essential Elements and Word-Codes

Awareness and sensitivity to natural and man-made environments (Seeing)

Inventive and imaginative expression through art materials and tools (Creating)

Understanding and appreciation of self and others through art culture and heritage (Appreciating/Enjoying)

Aesthetic growth through visual discrimination and judgment (Evaluating)

Goals and Description

Five goals in this course provide an introduction to--

1. The visual arts and creative personalities through a survey of multicultural achievements in drawing, painting, sculpture, ceramics, architecture, photography, television, film, and computer generated art. (Seeing, Creating, Appreciating/Enjoying)

2. Visual literacy and its relationship to the perception, understanding, development and appreciation of art composition and style. (Seeing, Appreciating/Enjoying, Evaluating)

3. Use of universal criteria for evaluation of art forms. (Seeing, Appreciating/Enjoying, Evaluating).

4. Use of the computer in art. (Seeing, Appreciating/Enjoying)

5. The museum through the use of field trips. (Seeing, Appreciating/Enjoying, Evaluating)

Art Appreciation (cont'd.)

Objectives

1. To acquire knowledge about the similarities and differences of past and present artistic personalities. (Appreciating/Enjoying)

2. To acquire a vocabulary for viewing, evaluating, and valuing major works of art by past and present artists. (Seeing, Appreciating/Enjoying, Evaluating)

3. To practice viewing and evaluating works of art through the use of gallery guides. (Seeing, Appreciating/Enjoying, Evaluating)

4. To recognize the major kinds of traditional and technological art (Seeing, Appreciating/Enjoying)

5. To identify the major styles in traditional and technological art forms (Seeing, Appreciating/Enjoying)

6. To interpret the symbolic content of major kinds of traditional and technological art (Seeing, Appreciating/Enjoying)

7. To participate in art workshops that demonstrate a relationship between the creative process and product. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

8. To use universal criteria to evaluate and value works of art. (Seeing, Appreciating/Enjoying, Evaluating)

9. To value the relationship between artist, viewer, critic, art historian, collector, and galleries/museums. (Seeing, Appreciating/Enjoying)

Requirements

1. Textbook
   Stella Pandell Russell. Art in the world (2nd ed.). New York: Holt, Rinehart and Winston, 1984.
   (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Class Attendance, 90-100%

3. Completion of all Assignments

4. Display of responsible positive attitude

Art Appreciation (cont'd.)

Components

1. Lectures--Demonstrations--Media Presentations
   (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Workshop Exercises for Viewing and Creating Art
   (Seeing, Creating, Appreciating/Enjoying, Evaluating)

3. Introduction to the computer and its relationship to art (Seeing, Appreciating/Enjoying)

4. Field Trips to Galleries and Museums
   (Seeing, Appreciating/Enjoying, Evaluating)

Schedule of Units

This course is composed of six units--

1. Characteristics of Artistic/Creative Personalities.
   (Appreciating/Enjoying)

2. Vocabulary--Language of Vision.
   (Seeing, Appreciating/Enjoying)

3. Visual Literacy.
   (Seeing, Appreciating/Enjoying, Evaluating)

4. Major Kinds of Traditional and Technological Art.
   (Seeing, Appreciating / Enjoying)

5. Aesthetic Criticism.
   (Seeing, Appreciating/Enjoying, Evaluating)

6. The Museum.
   (Seeing, Appreciating/Enjoying, Evaluating)

Evaluation

Three forms of evaluation will be used in this course and will emphasize the elements of seeing, appreciating/enjoying, evaluating): College Evaluation; Open-Book Examinations; Universal Criteria Checklist for Student Viewing of Art.

College Evaluation

Texas College Forms for Student Evaluation of Course and Instructor, submitted to academic dean at the end of the semester.

Art Appreciation (con'd.)

Open Book Examinations
The mid-term and final examinations will be open-book. Each examination, in points, will be equivalent to the Texas College grading system:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
Below 60 = F

The final grade for this course will be determined by performance from the following:

1. Final Examination;
2. Mid-Term Examination;
3. Completion of All Assignments;
4. Other Course Requirements.

Universal Criteria Checklist for Student Viewing of Art

__ 1. Unity. Is there an appearance of togetherness in the art form?

__ 2. Art/Technique

- __ Drawing
- __ Painting
- __ Sculpture
- __ Ceramics
- __ Architecture
- __ Other

__ 3. Subject Matter

- __ Portrait
- __ Still Life
- __ Landscape
- __ Seascape
- __ Cityscape
- __ Other

__ 4. Color

- __ Does warm or cool color dominate?
- __ What is the dominate color category?

Art Appreciation (cont'd)

__ 5. Proportion. Are there big and small shapes which relate to one another?

__ 6. Emphasis

__ Is there a focal point?
__ Is there an overall pattern?

__ 7. Rhythm. What kind of movement has the artist created in this art form?

__ 8. Originality

__ Unusual
__ Unusual arrangement of elements and principles
__ Unusual combination of elements and principles
__ Satisfying result
__ A surprise

__ 9. Masterpiece

__ Invention
__ Coordination of the talents and skills of the artist
__ Statement of a country, culture, person
__ Revelation, something not previously known or realized
__ Original, unusual. (Note: A masterpiece will inherently possess characteristics of originality. Whereas, an original work of art may not be a masterpiece. Why?)
__ An appeal that will transcend time, country, culture
__ Unceasing, continuous viewing interest. Each time that a masterpiece is viewed, there is something new and interesting to discover in it.

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Coded locations for References:

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TCL, Texas College Library
TPL, Tyler Public Library
TCAS, Texas College Art Program
UTT, University of Texas at Tyler

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Art Appreciation (cont'd.)

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ART FOR ELEMENTARY SCHOOL TEACHERS--ART 43313

Note: Because improvement in instruction is continuous, this course outline is subject to modifications throughout the semester.

Essential Elements and Word-Codes

Awareness and sensitivity to natural and man-made environments (Seeing)

Inventive and imaginative expression through art materials and tools (Creating)

Understanding and appreciation of self and others through art culture and heritage (Appreciating/Enjoying)

Aesthetic growth through visual discrimination and judgment (Evaluating)

Goals and Description
This daily-six-weeks course is an introduction to--

1. The aims, philosophy, and activities of art education in the elementary schools. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. The selection, preparation and use of traditional and technological arts and crafts activities. (Creating)

3. Learning activities that include the use of the Apple IIe computer and its art programs. (Seeing, Appreciating/Enjoying)

4. Viewing guides and exhibit field trips that will be used as tools for motivating children to discuss arts and crafts and their feelings about aesthetic experiences. (Seeing, Appreciating/Enjoying, Evaluating)

Art for Elementary School Teachers (cont'd.)

Objectives

1. To obtain knowledge about the aims and philosophy of art education in the elementary schools. (Appreciating/ Enjoying, Evaluating)

2. To acquire a vocabulary for producing, teaching, valuing and evaluating art. (Seeing, Creating, Appreciating/ Enjoying, Evaluating)

3. To acquire knowledge and skills for producing different kinds of art. (Seeing, Creating)

4. To obtain knowledge about the relationship between self-esteem and art. (Seeing, Creating, Appreciating/ Enjoying)

5. To obtain knowledge about the major capabilities and characteristics of each elementary school age group. (Appreciating/Enjoying)

6. To acquire knowledge about art activities that are appropriate for specific age groups (Creating, Appreciating/ Enjoying)

7. To acquire the skills for selecting, creating, and using traditional and technological art instructional processes and products. (Creating)

8. To acquire knowledge and skills for successfully writing art lesson plans. (Seeing, Creating, Appreciating/ Enjoying, Evaluating)

9. To integrate the State of Texas essential elements into art lesson plans. (Seeing, Creating, Appreciating/ Enjoying, Evaluating)

10. To use evaluation criteria for the selection, use, valuing and displaying of art. (Seeing, Appreciating/ Enjoying, Evaluating)

11. To acquire skills and knowledge for effectively mounting and displaying art. (Seeing, Creating, Appreciating/ Enjoying, Evaluating)

Art for Elementary School Teachers (cont'd.)

12. To use viewing guides and a museum field to motivate students to talk about art and their feelings about aesthetic experiences. (Seeing, Appreciating/Enjoying, Evaluating)

13. To acquire a simplified knowledge and hands-on experience with the Apple IIe and its relationship to art education. (Seeing, Appreciating/Enjoying)

Requirements

1. No textbook is required for this course. Instead, a rich variety of references will be available during class periods. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Supplies to be Purchased (Creating)
   Wax Crayons, 1 Box
   Spiral Drawing All-Purpose Paper Tablet, 9"x12", or larger
   Scissors
   Metal-Edge Ruler
   Three-Ring Notebook
   Water Color Set with Brush

   The Art Program will provide bulk art supplies.

3. Class Attendance, 90-100%

4. Completion of all Assignments

5. Participation in Group Activities and Displays (Seeing, Creating, Appreciating/Enjoying, Evaluating)

6. Group Discussion of Art by Children (Seeing, Appreciating/Enjoying, Evaluating)

7. Display of a responsible positive attitude

Components

1. Lectures--Demonstrations--Audio Visual Presentations (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Art Activities (Seeing, Creating, Appreciating/Enjoying, Evaluating)

Art for Elementary School Teachers (cont'd.)

3. Student Displays
   (Seeing, Appreciating/Enjoying, Evaluating)

4. Discussion and Evaluation of Student Art
   (Seeing, Appreciating/Enjoying, Evaluating)

5. Student Group Construction of Art Lesson Plans
   (Seeing, Creating, Appreciating/Enjoying, Evaluating)

6. Tyler Museum of Art Field Trip(s)
   (Seeing, Appreciating/Enjoying, Evaluating)

7. The Apple IIe Computer
   (Appreciating/Enjoying)

Topics/Learning Activities
Lesson plans for the following have been designed to include all essential elements.

1. Decoupage

2. Marbleized Printing

3. Mounting and Displaying of Marbleized Prints

4. Blind Contour Drawing

5. Positive Contour Drawing

6. Presentation and Discussion of the artistic capabilities and characteristics of the different age groups of children

7. Ceramics
   A. Pinch Pot Sculpture
   B. Coil Pot
   C. Wedging and the Slab Pot
   D. Stacking and Firing an Electric Kiln
   E. Preparing Ceramics for a Glaze Firing
   F. Glaze Firing in an Electric Kiln

8. Color and Tempera Painting

9. Lettering Skills and Principles

10. Torn Lettering Exercise

Art for Elementary School Teachers (cont'd.)

11. Construction Sculpture

12. The Art Lesson Plan
    A. Teacher Construction of Lesson Plan
    B. Student Group Construction of Lesson Plan
    C. Integration of State of Texas Essential Elements into Art Lesson Plan

13. Final Project--Art Lesson Plan with State of Texas Essential Elements

Evaluation

Three forms of evaluation will be used in this course and will emphasize all of the essential elements.

1. Universal Art Criteria, to be varied and used by the instructor and students for evaluation of created classroom art.

2. Oral Student Evaluation of Course, to be presented briefly to instructor at the end of the course.

3. Texas College Forms for Student Evaluation of Course and Instructor, to be submitted to the academic dean at the end of the semester.

The final grade in this course will be determined by performance from the following:

1. Final Project--Lesson Plan;
2. Completion of All Assignments;
3. Other Course Requirements.

The grading evaluation, in points, will be equivalent to the Texas College scale:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
Below 60 = F

Art for Elementary School Teachers (cont'd.)

References

Coded Locations for References:
IC, Instructor's Copy
TCAS, Texas College Art Program
TCL, Texas College Library
TPL, Tyler Public Library
UTT, University of Texas at Tyler

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ART HISTORY--ART 23315

Note: Because improvement in instruction is continuous, this course outline is subject to modifications throughout the semester.

Essential Elements and Word-Codes

Awareness and sensitivity to natural and man-made environments (Seeing)

Inventive and imaginative expression through art materials and tools (Creating)

Understanding and appreciation of self and others through art culture and heritage (Appreciating/Enjoying)

Aesthetic growth through visual discrimination and judgment (Evaluating)

Description

This course is a historical survey of art from the prehistoric to the Gothic period, emphasizing multicultural artistic achievements. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

Goals

Three goals in this course will provide an introduction to the--

1. Evolution of artistic forms through a study of the similarities and differences of cultural styles and achievements. (Seeing, Appreciating/Enjoying, Evaluating)

2. Use of universal criteria to evaluate art from the various cultural periods. (Seeing, Appreciating/Enjoying, Evaluating)

Art History (cont'd.)

3. Significance of art history as a source for knowledge, techniques and inspiration for creative ideas, processes and products. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

4. This course, along with Art History II, will reinforce the significance of computer literacy in the visual arts. (Appreciating/Enjoying)

Objectives

1. To acquire vocabulary for seeing and comparing the similiarities and differences of style in art from different historical periods and cultures. (Seeing, appreciating/Enjoying)

2. To acquire knowledge about the significance of art history as a source for information, techniques and inspiration for creative ideas, processes and products. (Seeing, Appreciating/Enjoying, Evaluating)

3. To recognize the stylistic characteristics of major historical periods and cultures. (Seeing, Appreciating/Enjoying)

4. To use illustrations to discuss in a group similarities and differences of style in art from various historical periods and cultures. (Seeing, Appreciating/Enjoying)

5. To interpret symbolic content of art from major periods and cultures. (Seeing, Appreciating/Enjoying)

6. To acquire simple skills for the production of sculpture and ceramics. (Creating)

7. To produce sculpture and ceramics that share similarities with major historical periods and cultures. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

8. To acquire universal criteria for evaluating works of art from major periods and cultures. (Seeing, Appreciating/Enjoying, Evaluating)

Art History (cont'd.)

9. To use evaluation criteria to study and value major works of art from various periods and cultures. (Seeing, Appreciating/Enjoying, Evaluating)

10. To use evaluation criteria to see, discuss and value works of art at a museum. (Seeing, Appreciating/Enjoying, Evaluating)

11. To discuss stylistic similarities and differences between major cultural period art and art at a museum. (Seeing, Appreciating/Enjoying, Evaluating)

12. To acquire knowledge about the significant relationship between the computer and art history. (Seeing, Appreciating/Enjoying)

Requirements

1. Textbook
   W. H. Janson. History of Art. New York: Harry A. Abrams, 1969. (Latest revised copy to be used)

2. Class Attendance, 90-100%

3. Completion of All Assignments

4. Attendance of all Field Trips

5. Display of responsible positive attitude

Components

1. Lecture--Demonstrations--Audio Visual Presentations (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Class Discussions with Illustrations (Seeing, Appreciating/Enjoying, Evaluating)

3. Study Questions with Illustrations (Seeing, Appreciating/Enjoying, Evaluating)

4. Sculpture and Ceramics Workshop (Seeing, Creating, Appreciating/Enjoying, Evaluating)

Art History (cont'd.)

5. Field Trips
   (Seeing, Appreciating/Enjoying, Evaluating)

6. Apple IIe Computers
   (Appreciating/Enjoying)

Schedule of Topics and Learning Activities
The following schedule is representative of all of the essential elements.

1. The Language of Vision
2. Universal Art Evaluation Criteria
3. Prehistoric, Primitive and Black African Traditional Art
4. Ancient Egypt
5. Ancient Mesopotamia and Persia
6. Greek Art
7. Hellenistic and Roman Art
8. Art of India
9. China and Japan
10. Early Americas
11. Early Christian and Byzantine Art
12. Romanesque
13. Islamic
14. Gothic Art
15. Sculpture and Ceramics Workshop
    (Relationship between Art History and the Creative Process)
16. Introduction to the Apple IIe Computer
17. Tyler Museum of Art
18. Reviews for Mid-Term and Final Examinations

Art History (cont'd.)

Evaluation

Four forms of evaluation will be used in this course--

1. Art Evaluation Criteria, based on universal characteristics of art.

2. Oral Student Evaluation of this course, presented briefly to instructor at the end of the semester.

3. Texas College Forms for Student Evaluation of Course and Instructor, to be submitted to academic dean at the end of the semester.

4. Mid-Term and Final Open Book Examinations. Each open book examination, in points, will be equivalent to the Texas College grading system:

   100 - 90 = A
   89 - 80 = B
   79 - 70 = C
   69 - 60 = D
   Below 60 = F

   The final grade for this course will be determined by performance from six areas (with designated points):

   1. Final Examination;
   2. Mid-Term Examination;
   3. Class Attendance;
   4. Completion of all Assignments;
   5. Attendance of all Workshops and Field Trips;
   6. Other Requirements of the Course.

References

Coded Locations for References

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Ghirshman, Roman. The arts of ancient Iran from its origins to the time of Alexander the Great. New York: Golden Press, 1964. (TCL) (Seeing, Appreciating/Enjoying)

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Kahler, Heinz. The art of Rome and her empire. New York: Crown, 1963. (UTT) (Seeing, Appreciating/Enjoying)

Lange, K. & M. Hirmer. Egypt, architecture, sculpture, painting in three thousand years. New York: Phaidon, 1956. (TCL) (Seeing, Appreciating/Enjoying)

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Nelson, Glenn C. Ceramics: A potter's handbook (5th ed.). New York: Holt, Rinehart and Winston, 1984. (IC) (Seeing, Creating, Appreciating/Enjoying)

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Swann, Peter. The art of China, Korea and Japan. New York: Praeger, 1963. (UTT) (Seeing, Appreciating/Enjoying)

Volbach, W. F. Early Christian art. New York: Harry N. Abrams, 1962. (UTT) (Seeing, Appreciating/Enjoying)

TEXAS COLLEGE
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Dr. M. Demery
Ext. 56

1985 Fall Office Hours
MWF 3:00 - 5:00 p.m.
TTH 2:00 - 5:00 p.m.

DRAWING AND COMPOSITION I--ART 23310

Note: Because improvement in instruction is continuous, this course outline is subject to modifications throughout the semester.

Essential Elements and Word-Codes

Awareness and sensitivity to natural and man-made environments (Seeing)

Inventive and imaginative expression through art materials and tools (Creating)

Understanding and appreciation of self and others through art culture and heritage (Appreciating/Enjoying)

Aesthetic growth through visual discrimination and judgment (Evaluating)

Description

This course emphasizes a series of problem-solving approaches to using the still life, human figure, landscape, etc., as points of departure for creating realistic, abstract and nonobjective drawing compositions. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

Goals

Five goals in this course will provide an introduction to--

1. Techniques for the creation of drawing compositions. (Seeing, Creating)

2. A variety of media for emphasizing the interrelationship of line, value, color and space in compositions. (Creating)

Drawing and Composition I (cont'd.)

3. A series of problem-solving approaches to creating drawing compositions. (Creating, Appreciating/Enjoying, Evaluating)

4. Use of the still life, human figure, landscape, etc., as a source for creating realistic, abstract and nonobjective drawing compositions. (Seeing, Creating)

5. Use of universal evaluation criteria to select, mount/frame, and display drawing compositions. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

Objectives

1. To acquire a vocabulary for studying, producing and valuing drawing compositions by self, other students and past and present masters. (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. To acquire linear and value skills for rendering a three-dimensional appearance in a composition. (Seeing, Creating)

3. To acquire the big-to-small principle for producing effective drawing compositions. (Seeing, Creating)

4. To use an operational definition of composition in practice exercises. (Seeing, Creating, Evaluating)

5. To identify the effective characteristics of composition in works of art by past and present masters. (Seeing, Appreciating/Enjoying, Evaluating)

6. To produce realistic, abstract and nonobjective line compositions that show three-dimensional characteristics. (Seeing, Creating, Evaluating)

7. To produce abstract and nonobjective line drawing compositions that show two-dimensional characteristics. (Seeing, Creating, Evaluating)

8. To produce realistic, abstract and nonobjective value drawing compositions of at least five shades that show three-dimensional characteristics. (Seeing, Creating, Evaluating)

Drawing and Composition I (cont'd.)

9. To produce abstract and nonobjective value drawing compositions of at least five shades that show two-dimensional characteristics. (Seeing, Creating, Evaluating)

10. To use evaluation criteria to select, value and display most effective drawing compositions. (Seeing, Appreciating/Enjoying, Evaluating)

11. To acquire skills for mounting and matting drawing compositions. (Creating)

12. To acquire knowledge and and skills for displaying drawing compositions. (Creating)

13. To discuss art in museum based on knoledge and skills acquired in this course. (Seeing, Appreciating/ Enjoying)

14. To use evaluation criteria from this course to select most effective art in museum. (Seeing, Appreciating/ Enjoying, Evaluating)

Requirements

1. No textbook is required. Instead, a rich range of books and prints will be available during class periods, which will emphasize the elements of seeing, creating, appreciating/enjoying.

2. Completion of all asignments

3. Class Attendence, 90-100%

4. Display of responsible positive attitude

5. Purchase of Art Supplies (Creating)
   Ebony Pencils
   Compressed Charcoal
   All-Purpose Drawing Tablet, 11"x14", or larger
   Art Gum Eraser
   Kneading Eraser
   Exacto Knife and Blades
   Scissors
   18" Metal Edge Ruler

   The Art Program will provide bulk art supplies.

Drawing and Composition I (cont'd.)

Components

1. Lectures--Demonstrations--Audio Visual Presentations
   (Seeing, Creating, Appreciating/Enjoying, Evaluating)

2. Displays of Instructor Demonstration Examples
   (Seeing, Appreciating/Enjoying, Evaluating)

3. Student Displays
   (Seeing, Appreciating/Enjoying, Evaluating)

4. Museum Fieldtrips
   (Seeing, Appreciating/Enjoying, Evaluating)

Topics/Learning Activities

The following topics will represent all essential elements.

1. Blind Contour Drawing
2. Positive Contour Drawing
3. Cropping--Big-to-Small Principle
4. The Thumbnail Sketch
5. Value Drawing
6. Mid-Term Examination Project
7. The Components of Composition
8. Arrangement of Still Life Objects
9. Natural or Artificial Lighting for Subjects
10. Blended Value Drawing
11. Crosshatching
12. The Human Figure
13. The Landscape
14. Abstract Compositions
15. Nonobjective Compositions

Drawing and Composition I (cont'd.)

16. Evaluation--Group Discussion of Student Work

17. Mounting and Matting of Drawing Compositions

18. Displaying of Drawing Compositions

19. Tyler Museum Field Trip

20. Final Examination Project

Evaluation

Three kinds of evaluation will be used in this course.

1. Students and instructor will use the same criteria to select, discuss, display, and evaluate art.

2. Student Oral Evaluation of Course, to be presented briefly at the end of the course

3. Texas College Forms for Student Evaluation of Course and Instructor, to be submitted to the academic dean at the end of the semester.

4. The final grade in this course will be determined by performance from the following:

   A. Final Examination Project;
   B. Mid-Term Examination Project;
   C. Completion of all Assignments;
   D. Other Requirements of the Course.

   Each of the above grading areas, in points, will be equivalent to the Texas College scale:

   100 - 90 = A
   89 - 80 = B
   79 - 70 = C
   69 - 60 = D
   Below 60 = F

Drawing and Composition I (cont'd.)

References

Coded Locations for References:
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